DOCUMENT RESUME

ED 364 775 CE 065 425

TITLE	Advanced Word Processing 45S. Interim Guide.
INSTITUTION	Manitoba Dept. of Education and Training, Winnipeg.
REPORT NO	ISBN-0-7711-1137-1
PUB DATE	93
NOTE	26p.; For the introductory course, see CE 065 424.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Classroom Techniques; Course Content; Educational Resources; Employment Potential; Foreign Countries; High Schools; Job Skills; *Keyboarding (Data Entry); Learning Activities; Lesson Plans; *Office Occupations Education; Student Evaluation; Teaching Methods; Typewriting; Units of Study; *Word Processing
IDENTIFIERS	Manitoba

ABSTRACT

This curriculum guide was developed for a one-credit course for students in high schools in Manitoba. The course is designed to provide students with mastery-level keyboarding skills, to develop a wide range of word processing techniques and to combine their skills and knowledge in producing mailable documents. The focus of the course is on developing marketable keyboarding and word processing skills. The course is the final half-credit course in the keyboarding and word processing series. The guide includes the following components: (1) an employability skills profile; (2) recommended program patterns for business education courses; (3) rationale for the program; (4) evaluation methods; (5) time allotments; (6) goals and objectives; and (7) four units of study. The units cover these topics: review of word processing, keyboarding skills development, special features, and mailable production. Units consist of a goal, objectives, and teaching methods keyed to the objectives. A bibliography listing 7 texts, 12 guides to WordPerfect, 7 guides to Microsoft Word, and a list of 9 resources and sources for materials completes the guide. (KC)

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Advanced Word Processing 45S

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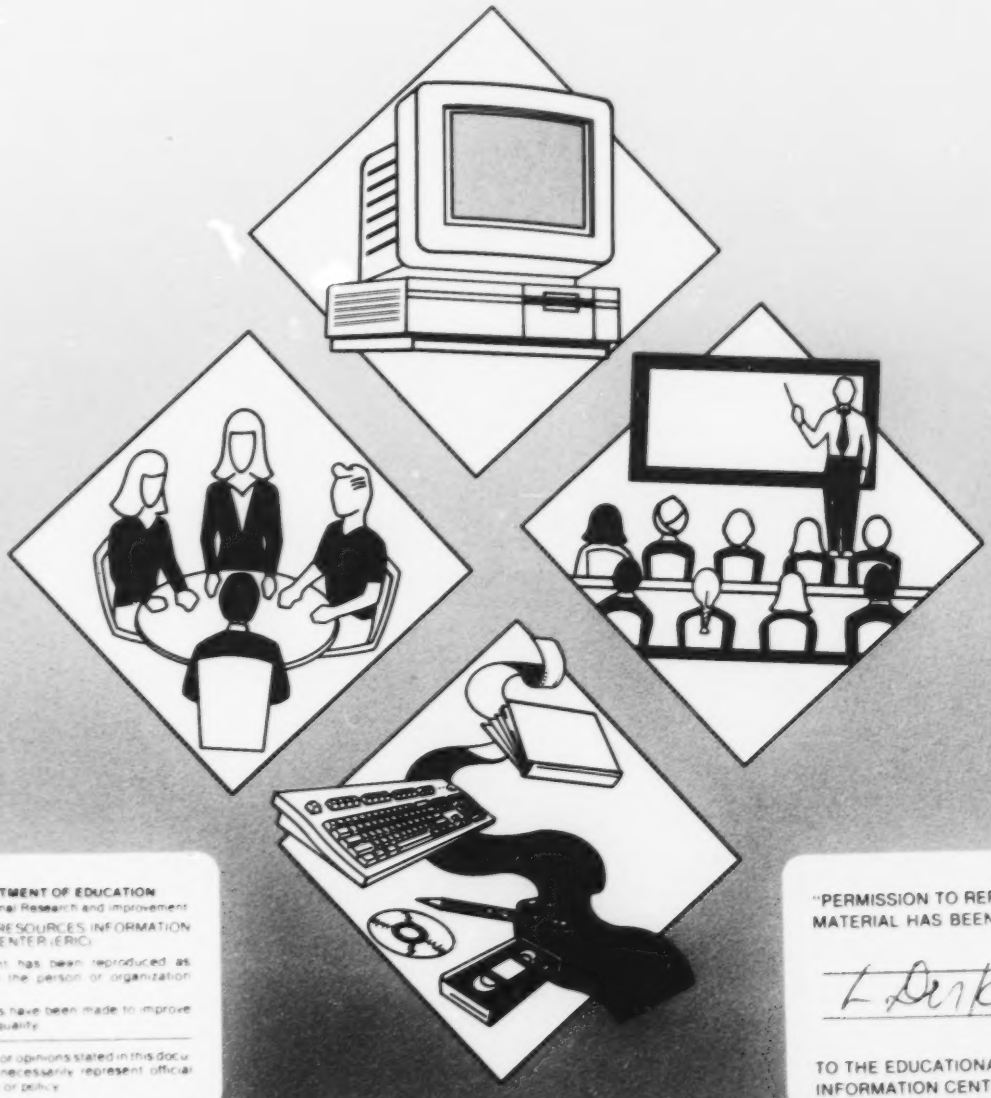

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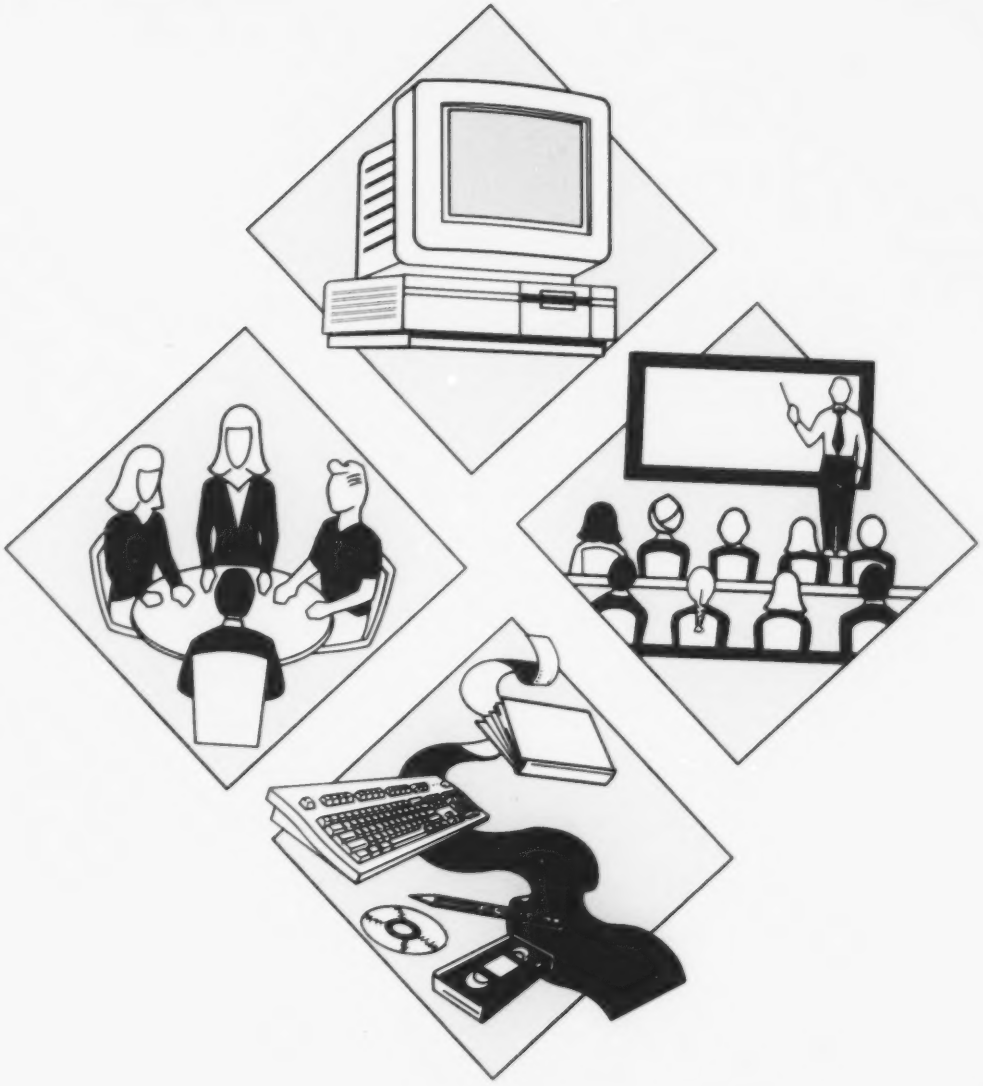

Interim Guide

Manitoba
Education
and Training

ISBN 0-7711-1137-1

ADVANCED WORD PROCESSING 45S

This guide replaces, in part, the Typewriting 202 and 302 guides of 1982, and becomes effective September, 1993. The contents have been developed as part of the review of the Business Education cluster of courses which are affected by computer technology.

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EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

Academic Skills

Those skills which provide the basic foundation to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who are able to

Communicate
- Understand and speak the languages in which business is conducted
- Listen to understand and learn
- Read, comprehend, and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think
- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools and information systems effectively
- Access and apply specialized knowledge from various fields, e.g., skilled trades, technology, physical sciences, arts and social sciences

Learn
- Continue to learn for life

Personal Management Skills

The combination of skills, attitudes and behaviours required to get, to keep, and to progress on a job and to achieve the best results.

Canadian employers need people who demonstrate

Positive Attitudes and Behaviours
- Self-esteem and confidence
- Honesty, integrity, and personal ethics
- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility
- Ability to set goals and priorities in work and personal life
- Ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability
- Positive attitudes toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done – creativity

Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results.

Canadian employers need people who are able to

Work with Others
- Understand and contribute to the organization's goals
- Understand and work within the culture of the group
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

There is a growing concern that many young people do not see the direct relevance of what they are learning in school to their needs in later life. The Conference Board of Canada has identified the critical skills, qualities, and abilities that students will require to make a successful transition from school to work. These skills are developed through a variety of life experiences provided by parents, integrated educational approaches in schools, post-secondary institutions, actions that support skill development on the job, and formal and informal opportunities for updating skills throughout life.

RECOMMENDED PROGRAM PATTERNS

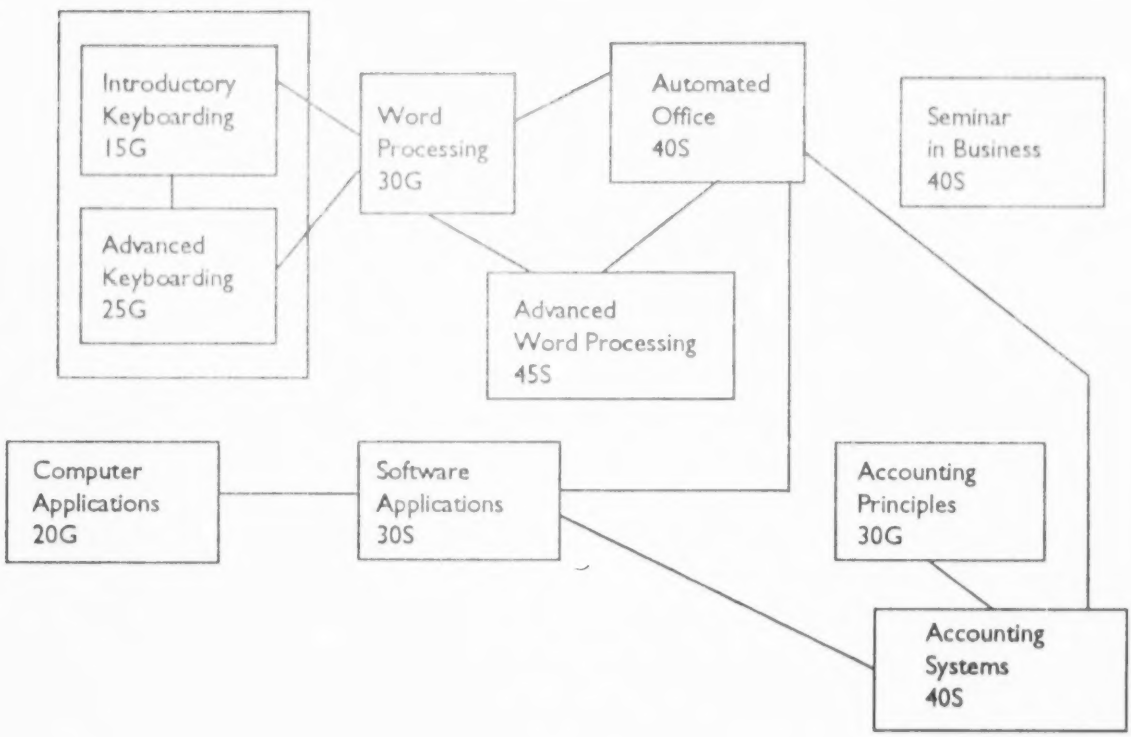
This flowchart is meant to provide schools with a recommended sequence of studies for the new Business Education courses. While the prerequisite to any course is at the discretion of the school, the skill development as shown in the flowchart is recommended. However, it is left to schools to schedule courses and to advise students based upon the educational readiness of individual students.

Exploration of Business 10G/15G*

General Business 20G/25G*
Retailing 20S

Business Principles 30G
Shorthand and Transcription 30S
Promotions 30S
Relations in Business 30S

Economics 40G
Law 40G
Shorthand and Transcription 40S
Management 40S
Marketing Practicum 40S



* Under development

RATIONALE

Advanced Word Processing 45S is the final half-credit course in the keyboarding/ word processing series. It is designed to provide students with mastery level keyboarding skills, to develop a wide range of word processing techniques and to combine their skills and knowledge in producing mailable documents. The focus of this course is on developing marketable keyboarding and word processing skills. The emphasis will be on refining and enhancing keyboarding skills and on the production of mailable business documents that conform to vocational standards in quality and quantity. The student will develop proficiency in utilizing the special features inherent in hardware and software associated with professional level word processing.

This course requires that each student have access to professional word processing software and appropriate computing equipment. Students should have successfully completed **Word Processing 30G** or should demonstrate an equivalent level of competency. The following chart illustrates the normal progression of courses in acquiring vocational competency in the keyboarding/word processing sequence

Introductory Keyboarding 15G	Advanced Keyboarding 25G	Word Processing 30G	Advanced Word Processing 45S

EVALUATION

Students should have successfully completed **Word Processing 30G** or equivalent before enrolling in **Advanced Word Processing 45S**.

The term "mailable document" is used throughout this course. The criteria for a mailable document are

- No keyboarding or spelling errors
- Composition, grammatical structure, and punctuation should be correct
- Format should conform to accepted standard

Emphasis for evaluation should be placed on proficiency in producing a wide variety of mailable documents using the more advanced word processing functions available on office standard software and hardware. Students should be able to keyboard at the rate of 50 words a minute or more with a maximum of three errors in five minutes.

Guidelines for Evaluation

Keyboarding Skills Development		20%
Technique	5%	
Accuracy/Speed	15%	
Advanced Formatting		30%
Composition		25%
Production		25%
		100%

TIME ALLOTMENTS

Advanced Word Processing 45S is a half-credit course that has been developed and approved by Manitoba Education and Training for students aspiring to develop a high level of competency in word processing required for direct entry into the world of business or for further study at the post-secondary level. It represents 55-60 hours of instruction.

The following guidelines for time allotments are recommended

UNITS	HOURS
1. Review of Word Processing	5
2. Keyboarding Skills Development	15
3. Special Features	15
4. Mailable Production	25
	60

GOALS AND OBJECTIVES

Goals

- To have students use special features of the word processing software
- To provide students with advanced keyboarding skills
- To teach students advanced special features of the word processing software
- To have students produce mailable business documents

Objectives

UNIT 1: REVIEW OF WORD PROCESSING

Word Processing Review

Students should be able to

- demonstrate character, paragraph and document formats
- move and copy text between documents
- perform a mail merge with secondary files and from the keyboard
- use the spell-checker and thesaurus
- create and invoke macros
- maintain files

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

Keystroking

Students should be able to

- demonstrate alphanumeric touch keyboarding with a speed of 50 wpm or more with a maximum of three errors in five minutes

UNIT 3: SPECIAL FEATURES

Macros

Students should be able to

- chain and nest macros
- replace or edit a macro

Automatic Generated Lists

Students should be able to

- identify text in a document to be included in a table of contents and generate the table of contents
- identify text in a document to be included in an index and generate the index
- identify text in a document to create an outline

Sorting

Students should be able to

- sort text in columns, secondary files and paragraphs alphabetically or numerically

Selecting

Students should be able to

- select fields or records and then perform a sort

Document Conversion

Students should be able to

- save a document as an ASCII DOS file
- retrieve an ASCII DOS file
- use the convert utility to retrieve other document formats

Line Drawing

Students should be able to

- create figures with the line draw feature

Graphics/Desktop Features

Students should be able to

- create/edit graphics boxes in documents
- create/edit a figure in a graphics box

Styles

Students should be able to

- create, edit and insert a style into a document
- save styles in a separate document and retrieve a styles document

Math

Students should be able to

- use the math feature to calculate numbers

Master Documents

Students should be able to

- create, expand and condense a master document

UNIT 4: MAILABLE PRODUCTION

Mailable Business Documents

Students should be able to

- analyze and diagnose errors in documents
- produce mailable documents utilizing the features listed in UNIT 3

ADVANCED WORD PROCESSING 45S

UNIT 1: REVIEW OF WORD PROCESSING

GOAL: To have students use special features of the word processing software.

OBJECTIVES	METHODS
1.0 **Word Processing Review** Students should be able to 1.1 demonstrate character, paragraph and document formats 1.2 move and copy text between documents 1.3 perform a mail merge with secondary files and from the keyboard 1.4 use the spell-checker and thesaurus 1.5 create and invoke macros 1.6 maintain files	

UNIT 2: KEYBOARDING SKILLS DEVELOPMENT

GOAL: To provide students with advanced keyboarding skills.

OBJECTIVES	METHODS
1.0 **Keyboarding Skills Development** Students should be able to	
1.1 demonstrate alphanumeric touch keyboarding with a speed of 50 wpm or more with a maximum of three errors in five minutes	Use diagnostic/prescriptive techniques to improve the student's keystroking performance.

UNIT 3: SPECIAL FEATURES

GOAL: To teach students advanced special features of the word processing software.

OBJECTIVES	METHODS
1.0 **Macros** Students should be able to 1.1 chain and nest macros 1.2 replace or edit a macro	Macros can be chained so that one macro invokes another macro. This means that a second macro will run after the first macro is completed. When a macro is nested, the macro will be invoked at the location where the macro was inserted — not at the end as in chaining.
2.0 **Automatic Generated Lists** Students should be able to 2.1 identify text in a document to be included in a table of contents and generate the table of contents 2.2 identify text in a document to be included in an index and generate the index 2.3 identify text in a document to create an outline	Headings, subheadings and reference words may be marked and then generated as outlines, tables of contents or indexes.
3.0 **Sorting** Students should be able to 3.1 sort text in columns, secondary files and paragraphs alphabetically or numerically	Text may be sorted by line, paragraphs or in secondary files. Text may be sorted in ascending or descending order.

UNIT 3: SPECIAL FEATURES (CONT.)	
OBJECTIVES	METHODS
4.0 **Selecting** Students should be able to 4.1 select fields or records and then perform a sort	
5.0 **Document Conversion** Students should be able to 5.1 save a document as an ASCII DOS file 5.2 retrieve an ASCII DOS file 5.3 use the convert utility to retrieve other document formats	The text in/out feature is designed for saving and retrieving ASCII files. Files converted to ASCII format contain only characters, spaces, tabs, and returns. The convert utility for importing other document formats transfers as many of the formatting codes as possible. However, some clean-up may be necessary. Database files, spreadsheet files and other word processing files may be utilized in this module.
6.0 **Line Drawing** Students should be able to 6.1 create figures with the line draw feature	Line draw allows you to draw boxes, borders and graphs by using lines and special characters.

UNIT 3: SPECIAL FEATURES (CONT.)	
OBJECTIVES	METHODS
7.0 **Graphics/Desktop Features** Students should be able to 7.1 create/edit graphics boxes in documents 7.2 create/edit a figure in a graphics box	The graphics feature allows images and pictures to be created from the software being used or imported from other sources supported by your software.
8.0 **Styles** Students should be able to 8.1 create, edit and insert a style into a document 8.2 save styles in a separate document and retrieve a styles document.	A style is a combination of stored formats, codes, and text. A style can be edited and all occurrences of that style within the document are automatically changed.
9.0 **Math** Students should be able to 9.1 use the math feature to calculate numbers	
10.0 **Master Documents** Students should be able to 10.1 create, expand and condense a master document.	The master document is the governing document that contains a list of documents for a particular project, such as a book or a large publication.

UNIT 4: MAILABLE PRODUCTION

GOAL: To have students produce mailable business documents.

OBJECTIVES	METHODS
1.0 **Mailable Production** Students should be able to 1.1 analyze and diagnose errors in documents; 1.2 produce mailable documents utilizing the features listed in UNIT 3	

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Note: Refer to the current Manitoba Textbook Bureau Catalogue for additional texts and resources.

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RESOURCES

For current materials that can be used in the business education classroom, obtain a membership ($20) in the

Canadian Foundation for Economic Education
2 St. Clair Ave. West, Suite 501
Toronto, ON M4V 1L5

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Instructor's Manual (includes Lesson Plans, Answers, Solutions), Test Bank Booklet, Transparency Masters.

Microsoft Works — Full Version — An integrated package containing word processing, data base management, spreadsheet with graphics and telecommunications.
Optional equipment: Microsoft mouse and Hayes compatible modem.
Available versions:
MS-DOS (requires DOS 2.0 or higher and 384K memory);
5¼" diskette (requires two disk drives 360K each);
3½" diskette (requires one disk drive 720K); and
MacIntosh version.
Order from Educational Technology Program, 1970 Ness Avenue
MS-DOS 5¼" (version 2.0);
MS-DOS 3½" (version 2.0);
MacIntosh 3½" (version 2.0);
MS-DOS 5¼" French (version 1.05);
MS-DOS 3½" French (version 2.0);
MacIntosh 3½" French (version 1.1).

WordPerfect — The Magazine. WordPerfect Publishing Corporation, 270 W. Center Street, Orem, UT 84057.
A monthly publication available by subscription or at selected bookstores.